DOCUMENT RESUME

ED 155 681 CS 004 207

TITLE Reading Instruction: Remedial and Compensatory: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1977 (Vol. 38 Nos. 1 through 6), Part One.

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 78

NOTE 12p.; For related document, see CS004208 ; Some parts of document may be marginally legible

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.

DESCRIPTORS Annotated Bibliographies; Auditory Discrimination; *Compensatory Education; Correspondence Study; Creative Reading; Creative Thinking; Curriculum Development; Disadvantaged Youth; *Doctoral Theses; Elementary Secondary Education; Higher Education; Inner City; Minority Groups; Racial Integration; *Reading Achievement; *Reading Comprehension; Reading Difficulty; Reading Instruction; *Reading Research; Reading Skills; *Remedial Reading; Teacher Attitudes; Vocabulary

IDENTIFIERS Elementary Secondary Education Act Title I; Elementary Secondary Education Act Title III; Follow Through; Sesame Street

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: the relationship of racial integration, auditory discrimination training, and other factors to reading achievement; the relative effectiveness of the controlled reader and the speech compressor in teaching reading skills; variables that discriminate between reading comprehension success and failure for reading clinic participants; the impact of "Sesame Street" on reform in urban schools; improvement of reading comprehension in Title I elementary schools; teacher stereotyping of remedial reading, learning disabled, and normal students; methods for teaching beginning reading to inner-city divergent speakers; long-range effectiveness of a sixth grade remedial reading program; summer correspondence instruction in reading for children with reading deficits; curriculum developmental programs at academic institutions; creative thinking and reading activities for the improvement of reading comprehension; reading attitudes, perceptions, and environments of first grade Follow Through children; and the effects of remedial reading on vocabulary and comprehension of culturally disadvantaged children. (GW)

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Reading Instruction: Remedial and Compensatory:

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THE RELATIVE EFFECT OF THE CONTROLLED READER AND THE SPEECH COMPRESSOR ON READING RATE AND COMPREHENSION

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Horne, D. Sue

THE EFFECTS OF A REMEDIAL READING PROGRAM ON VOCABULARY AND READING COMPREHENSION ACHIEVEMENT OF CULTURALLY DISADVANTAGED CHILDREN

A STUDY OF THE RELATIONSHIP OF RACIAL INTEGRATION TO READING ACHIEVEMENT IN GRADES TWO, THREE, AND FIVE IN ALEXANDRIA, VIRGINIA, CITY PUBLIC SCHOOLS

AKIN, James Paul, Ed.D.
The George Washington University, 1977

Advocate: Anthony Marinaccio

This study attempted to determine the relationship of racial integration to reading achievement of black and white elementary students in grades two, three, and five of the Alexandria, Virginia, City Public Schools during 1973–1974. This was the first year of wide-scale de facto racial integration of the Alexandria elementary schools through busing and pairing. A comparison was made between the mean reading achievement scores of a randomly selected sample of black and white students in grades one, two, and four in 13 of the 15 Alexandria elementary schools whose racial compositions were significantly different from the 1972 total elementary school racial composition (64 percent white, 34 percent black, and 3 percent "other") and these same students one year later in grades two, three, and five in schools then integrated (average racial composition of 55 percent white, 40 percent black, and 5 percent "other").

The research hypothesis was that the difference between mean reading achievement scores of black and white students measured before integration would be equal to the difference between mean reading achievement scores of the same students measured after integration, in the absence of an effect, and unequal in the presence of an effect. An equivalent way of stating this was that the gains (postmeasures less premeasures) for black and white elementary students in the sample were expected to be equal. Sample size was 518 of a total population of 6,853 which excluded two schools that did not meet the requirement of being segregated on a de facto basis prior to 1973.

An analysis of variance of the gain scores for black and white Alexandria elementary students in the sample showed that the difference between the means of reading achievement scores for black and white elementary students measured before integration were not equal to the difference between the means of reading achievement scores of these same students measured after integration. The difference between black and white achievement in reading for students in the sample had actually widened after integration, with blacks falling farther behind whites in comparison to the black/white achievement differential present before integration. An analysis of covariance was performed at grades two, three, and five using the prescore as the covariate to determine whether or not initial differences could have accounted for the finding that the black/white achievement gap in reading had increased after integration. The analysis of covariance at all three grade levels in the sample failed to show that race was not a significant factor in achievement differences after integration when initial black/white achievement differences in reading were controlled statistically.

Although the findings indicated that integration did not prevent an increase in black/white achievement differences in reading, it cannot be concluded on the basis of the study that this increase might not have been normal to the population sampled. If this had been the case, one could have then compared the rate of black/white achievement difference increase to that observed prior to integration. Unfortunately, no data existed to make such a comparison possible, since achievement in reading, as well as in other curriculum areas reported on standardized testing, had not been partitioned by race in Alexandria prior to the present study.

On the basis of the findings of the present study it is recommended that no further plans to alter the racial composition of the elementary schools in Alexandria, Virginia, be implemented until and unless it can be determined that there is a positive relationship between racial integration and reading achievement for black students. Order No. 77-20,062, 119 pages.

THE RELATIVE EFFECT OF THE CONTROLLED READER AND THE SPEECH COMPRESSOR ON READING RATE AND COMPREHENSION

BREED, Patricia Ann, Ed.D.
Northern Illinois University, 1977

The purpose of this study was to investigate the relative effectiveness of the controlled reader and the speech compressor to teach reading skills. The research was particularly concerned with the effects of these two mechanical devices upon reading rate and comprehension using identified below-grade-level readers as subjects.

This study sought to answer three questions. (1) Will the speech compressor improve reading rate and comprehension? (2) Will the use of the speech compressor be more effective than the controlled reader in developing reading rate? (3) Will the use of the speech compressor be more effective than the controlled reader in developing reading comprehension? Two null hypotheses were developed. They were: (1) There is no significant difference in reading rate due to increasing the controlled listening speed when compared with increasing the speed of the controlled reader; and, (2) There is no significant difference in reading comprehension due to increasing the controlled listening speed as compared with increasing the speed of the controlled reader.

The study used a stratified random selection of junior high subjects, who were identified as below-grade-level readers. This population was divided into sixth, seventh, and eighth grade students. Following this stratification fifty-four subjects were randomly selected and were evenly divided between the three grades. Subjects selected for each grade were then randomly assigned one method (compressed speech) or the other (controlled reading).

At the beginning of the program, and regularly throughout, at spaced intervals, subjects were checked for efficiency of transfer to regular reading habits. At the end of the program subjects were also tested using a standardized test section for reading speed and comprehension. The program lasted six weeks and consisted of eighteen sessions.

Educational Developmental Laboratories controlled reading materials were used for both groups. The stories were taped onto cassettes and duplicated at the appropriate speeds. The second group listened to the cassettes while reading the stories in the workbooks. The first group followed established controlled reader procedures. No attempt was made to conceal this program as an experiment.

The limitation of this study concerned the capabilities of the equipment involved. The speech compressor was limited to a top-speed level of about two and one-half times normal speech rate, or about 420 words per minute. The controlled reader has greater speed capability, spanning 60–1000 words per minute. However, the controlled reader can only make speed jumps in units of 25 words per minute. The controlled reader projects one line of type at a time preventing lag or anticipation.

The statistical treatment selected for testing the data was an analysis of variance. The ANOVA computer program was utilized for this analysis. A significance level of .05 was chosen to reject the null hypotheses. The analysis of variance indicated there was no significance as a result of method. The null hypotheses were not rejected. There was an indication of significance as a result of grade level during the Second Progress Test and the Posttests.

The conclusions reached indicate neither the controlled reader nor the speech compressor is more effective in teaching reading rate and comprehension. The conclusions, however, do not eliminate the speech compressor as an alternative method for improving reading rate and comprehension. Subjects using the compressed speech tapes experienced a similar growth in rate and comprehension as the controlled reader subjects.

Observations were made during and following the study which need additional investigation. Areas needing future research are summarized.

Four recommendations are made based on this study. (1) Compressed speech materials should be used as a pacing device for the development of reading rate and comprehension with identified below-grade-level readers of junior high age. (2) Speech compressors should be obtained and integrated into junior high reading programs. (3) Compressed speech materials should be applied to the development of better listening skills. (4) Research should be done in identified areas.

Order No. 77-20,867, 130 pages.

AN INVESTIGATION INTO THE RELATIONSHIP AMONG INTELLIGENCE, AGE OF ENTRY, LENGTH OF REMEDIATION, PROGRESS DURING REMEDIATION, AND POST-CLINICAL READING REMEDIATION IN DETERMINING LONG-TERM POST-CLINICAL READING COMPREHENSION AND READING VOCABULARY SUCCESS AND FAILURE

BRODERICK, William Edward, Ph.D.
University of Southern California, 1976

Chairman: Professor Grayce A. Ransom

The purpose of this study was to determine how intelligence, age of entry to a full-time reading clinic, length of remediation, vocabulary progress during remediation, comprehension progress during remediation, and amount of post-clinical remediation discriminate between long-term post-clinical reading comprehension and reading vocabulary success and failure.

A total of twelve hypotheses were tested, with nineteen variables entered into discriminant analysis to distinguish between long-term post-clinical reading vocabulary success and failure, and between long-term post-clinical reading comprehension success and failure. The data were analyzed statistically by the SPSS Subprogram DISCRIMINANT, METHOD=WILKS, Stepwise procedure. The independent variables were represented by the Wechsler Intelligence Scale for Children (WISC) Full-scale IQ score, Verbal-scale IQ score, Performance-scale IQ score, Information subtest, Comprehension subtest, Arithmetic subtest, Similarities subtest, Vocabulary subtest, Digit Span subtest, Picture Completion subtest, Picture Arrangement subtest, Object Assembly subtest, Block Design subtest, Coding subtest, age of entry to a full-time reading clinic, length of remediation at a full-time reading clinic, vocabulary progress during remediation, comprehension progress during remediation, and amount of post-clinical remediation. Dependent variables were long-term post-clinical reading comprehension success and failure, and long-term post-clinical reading vocabulary success and failure.

Subjects were 24 males who attended the NCL-USC Reading Center School two or more years prior to the study. Subjects were randomly selected and administered the Gates-MacGinitie Reading Test. Reading success was defined as a grade level score of 9.0 or more on this test. Reading failure was a grade level score of less than 9.0 on this test.

The findings indicated that the following variables discriminated between reading comprehension success and failure: (a) WISC Information subtest, (b) WISC Comprehension subtest, (c) WISC Digit Span subtest, (d) WISC Coding subtest, and (e) vocabulary progress during remediation. The following variables were found to discriminate between reading vocabulary success and failure: (a) WISC Verbal-scale IQ score, (b) WISC Comprehension subtest, (c) WISC Digit Span subtest, (d) WISC Picture Completion subtest, (e) WISC Picture Arrangement subtest, (f) WISC Object Assembly subtest, (g) WISC Coding subtest, (h) age of entry, (i) vocabulary progress during remediation, and (j) amount of post-clinical remediation.

Since vocabulary progress during remediation contributed to discrimination in both reading comprehension and reading vocabulary, it was concluded that concentrated vocabulary instruction during remediation would result in greater long-term reading success. Since both the Coding and Digit Span subtests contributed to discrimination in both reading comprehension and reading vocabulary, it was concluded that instruction centering on improvement of short-term storage, memory, and concentration would result in greater long-term reading success. Since the Comprehension subtest contributed to discrimination in both reading comprehension and reading vocabulary, it was concluded that instruction in conventional standards of behavior and acquisition of social values would result in greater long-term reading success.

A STUDY OF THE IMPACT OF SESAME STREET ON REFORM IN URBAN SCHOOLS

BURKE, William Arthur, Ed.D.
University of Massachusetts, 1977

Chairman: Professor Atron Gentry

The purpose of this dissertation was to examine reform efforts in a selected sample of big city school systems which have been planned or initiated in response to the reported successes of the popular television program, Sesame Street. School districts with a population of two hundred thousand or more were selected as the population for this study. The sample consisted of forty-six big city school systems. A twenty-item questionnaire was developed to solicit information in six primary categories. The first sought demographic information regarding districts including the percent minority students and percent minority teachers. The second category sought information on the viewing patterns of students in the school district. Category three sought information on the in-school performance of Sesame Street viewers and graduates. The fourth category was designed to determine the use of the Sesame Street program and learning strategies modeled after those utilized on the air as part of the instructional program in the district. Category five included items to solicit information on efforts in the district to develop programs and materials using Sesame Street as a model, and the training of teachers in the development and use of such materials. The last category sought information on the use of the program in connection with children who are non-English speaking or for whom English is a second language.

Major recommendations of the study included the initiation of efforts to achieve greater balance in minority student/minority teacher ratios in districts. Further, it was recommended that funds be made available on the federal level to establish a Center whose primary responsibility would be the development of strategies and materials that would make it economically and administratively feasible for local school districts to implement successful educational strategies made available through Sesame Street.

It was also recommended that school districts develop research procedures which would provide complete and consistent information on the in-school performance of students who are regular viewers of the Sesame Street program. This information can be used to aid the classroom teacher in altering curriculum content and approaches to teaching which capitalize on the increased learning capabilities brought to school by the student as well as allow for the alteration of teaching styles which are consistent with the perceptions regarding the teaching and learning process which may be fostered by the Sesame Street program.

Order No. 77-13,782, 179 pages.

A SUCCESSFUL ATTEMPT AT IMPROVING STUDENT READING COMPREHENSION IN TITLE I ELEMENTARY SCHOOLS

BURNS, Carter Lawrence, Jr., Ed.D.
University of Kansas, 1976

Significance of the Problem

Equality of educational opportunity has been a very controversial issue as well as the civil rights movement. The Elementary and Secondary Education Act of 1964 was passed by Congress, and through its Title programs the gap in financial support in public education was suppose to have been alleviated. The Coleman Report and other research has stated that equality of educational opportunity does not exist in the United States.

The Problem

The problem was to look at an experimental reading program based on Skinnerian psychology in a Title I area to see if it affected reading achievement of students in grades three through six. The independent variables affecting reading achievement of Title I students were also studied. The independent variables studied were of three types. They were the student variables of grade level, sex, race, socio-economic status, and pre test score; teacher variables of education level (MS or BS), college hours of reading, years of teaching, and attitude toward disciplining students; school variables of type of school (experimental or control) and the climate. The dependent variable was the post test score of the student.

Summary of Findings

1. Through multiple regression analysis, four independent variables were found to significantly affect post test reading achievement scores. They were pre test scores, IQ, and grade level of the student, and education level of the teacher. 2. Using analysis of covariance, the four independent variables found significant in the multiple regression analysis except the grade level of the student since it was a covariate, and socio-economic status of the student were needed to be controlled statistically. With post test scores being the dependent variable, the grade level and grade level and the type of reading program combined were found to be significant in predicting post test reading comprehension scores.

Summary of Conclusions

1. Socio-economic status of Title I students surprisingly showed very little to no effect on prediction of reading comprehension scores. 2. The attitudinal surveys measuring teacher attitudes toward student discipline and the climate of the building were not effective and should not be used to predict academic achievement. 3. The pre test score variable may have been the end result of many of the variables' interactions prior to the inception of the study. Since all the students had gone to school at least two years or more, the effects of race, sex, and grade level may have been reflected in the low pre test scores. 4. Although the education level of the teacher was the only highly significant teacher variable, the other teacher variables of years taught and college hours of reading were also significant at a lower level. With these results, there definitely existed an effect on student reading achievement by teachers. 5. Through the analysis of covariance, the findings were that the grade level and grade level with type of program were significant in affecting post test scores. Longitudinally, the experimental program using Skinnerian psychology proved to be more effective.

Order No. 77-16,319, 81 pages.

STEREOTYPING BY TEACHERS OF REMEDIAL READING, LEARNING DISABLED, AND NORMAL STUDENTS

COHEN, Libby Gordon, Ed.D.
Boston University School of Education, 1977

Major Professor: Sue Allen Warren

Purposes

The purposes of this study were: 1) to determine whether teachers would differ in their expectancy stereotypes of remedial reading students, learning disabled students and normal students; 2) to determine whether teachers would have different expectancy stereotypes for labeled remedial reading students and labeled learning disabled students than for unlabeled ones; 3) to investigate whether experienced teachers would differ from inexperienced teachers in expectancy stereotypes of remedial reading students, learning disabled students, and normal students; and 4) to explore whether secondary school teachers would differ from elementary school teachers in expectancy stereotypes of remedial reading students, learning disabled students and normal students. The theoretical framework of the study was based on Gordon Allport's theory of prejudice.

Method

The subjects of this study were 57 teachers from one suburban school system. There were 25 high school teachers and 32 elementary school teachers. A total of 5 learning disability teachers and 3 remedial reading teachers participated. Each respondent was given a set of materials so that within each set there was a personal data sheet and one page containing a description of a student and a list of bi-polar adjectives. Some sets of materials contained an essay written by a high school student. One half of the questionnaires were accurately labeled "learning disabled" student, "remedial reading" student or "normal" student. One half were labeled "High School" student. Respondents assigned grades to the essays and chose appropriate adjectives from the fifteen pairs provided.

Results and Conclusions

The results showed that labeling has complex effects. When learning disabled students, remedial reading students, and normal students were compared, regardless of label, the normal students were rated more positively than the remedial reading students and more positively than the learning disabled students on the adjective checklist. Essay grades did not reflect this finding.

When labeled and unlabeled students were compared, the labeled learning disabled group was rated significantly higher than the unlabeled learning disabled group. The labeled situation appeared to create a positive effect. When the labeled remedial reading group was compared to the unlabeled remedial reading group the results showed a trend toward assignment of more positive adjectives to the unlabeled group. When the labeled normal group was compared to the unlabeled normal group, the unlabeled group received higher ratings than the labeled normal group.

Elementary teachers were found to hold stereotypes regarding students who were labeled "normal." However, neither elementary nor secondary teachers could significantly identify the remedial reading or the learning disabled group. No difference was found between experienced and inexperienced teachers in their attitudes toward exceptional children.

When the remedial reading and learning disabled groups were combined an analysis of the data indicated that eight adjectives composed the stereotype of "disabled." These are: unpleasant, incompetent, cold, unattractive, distractible, impulsive, poor speaker, and enactive.

It appears that it is very possible for teachers to hold a stereotypic expectation for the behavior of a child and that several characteristics compose the stereotype. Allport's theory suggested that the characteristics that compose the stereotype can be thought of simultaneously with the final outcome being a stereotype which teachers appear to hold, but in a complex way. Order No. 77-21,634, 113 pages.

TWO METHODS OF TEACHING BEGINNING READING TO INNER-CITY PRIMARY CHILDREN WHO ARE DIVERGENT SPEAKERS

COOPER, Margaret Kathryn Hunt, Ph.D.
University of California, Berkeley, 1976

The Purpose

The purpose of this study was to determine the effect of two reading methodologies on the achievement gain in reading comprehension of inner-city primary children who were divergent speakers. More specifically, the study attempted to determine what effect Distar had on the achievement gains of the experimental school pupils and what effect the enriched Harper and Row basal reading series had on the achievement gains of the control school pupils. The scope and sequence in reading remained the same for both groups of students; there was a variation in the instructional techniques, methodologies, and materials.

The Hypothesis

For grades, one, two, and three the general hypothesis tested was that there will be no significant difference in achievement gains between the two racial/ethnic groups, two socio-economic groups, and two treatment groups as measured by the Metropolitan Achievement Test, Reading, Form F.

Procedures

The sample selected for this study consisted of 96 inner-city primary pupils enrolled in grades one, two, and three. The subjects attended two elementary schools within the Stockton Unified School District. They were stratified according to ethnic background; one-half were Black, and one-half were Mexican-Americans. They were further stratified according to their socio-economic class; equal numbers of students were from the upper-lower class and the lower-lower class.

Since this researcher was unable to achieve the rigorous control design that requires the random assignment of subjects to comparison groups, the design utilized in this study was the "non-randomized control-group pre-test, post-test design."

The analysis of covariance statistic was applied to all hypotheses.

Findings

In the analysis of covariance it was found that when the Metropolitan Achievement Test, Reading, Form F was used as the dependent variable to measure achievement gain, the findings indicated that: (1) racial/ethnic differences did not significantly affect the reading achievement gains of the subjects of this study. (2) the socio-economic status did not significantly affect the reading achievement gains of the subjects in the study. (3) the control subjects (third graders) in the enriched Harper and Row basal reading series achieved significantly higher achievement gains in the subtest Reading than the experimental (third graders) in the Distar program. (4) the control subjects (first graders) in the enriched Harper and Row basal reading series achieved significantly higher achievement gains in the subtest Word Analysis than the experimental (first graders) in the Distar program. (5) the treatment differences did not significantly affect the reading achievement gains of the other subjects in the study.

The conclusion is that the Harper and Row method accounts for the increased gains in reading in the instances where statistical significance was shown.

Questionnaires were used by this researcher to determine the attitudes of the subjects, teachers, and instructional aides. Generally they were very positive in their attitudes toward both reading methodologies. On the basis of these observations, it is suggested that disadvantaged minorities can learn to read if the reading content addresses itself to their language divergence and cultural discontinuities. In the opinion of this researcher neither of the two methodologies under study here adequately did so. Order No. 77-15,644, 244 pages.

AN INVESTIGATION OF THE LONG-RANGE EFFECTIVENESS OF A SIXTH GRADE REMEDIAL READING PROGRAM

CROSBY, Larry Y., Ed.D.
Wayne State University, 1977

Major Professor: Larry Hillman

Purpose: The purpose of this three phase study was to determine if a one-year remedial reading program for Sixth grade students would make any statistically significant group differences on the variable measures in reading achievement and academic school performance, one to six years later. A comparison was made between the original Sixth grade treatment groups and a sample of Seventh, Eighth, and Ninth grade counterparts, as it related to measured growth in grade equivalent units.

Methodology: The first phase of the study, which was a follow up of graduates of the Port Huron Area School District's Reading Support Services Program of two schools, had the purpose of determining if there was a statistically significant difference in the selected students when compared to their counterparts in the present same grade level on the following variables: reading comprehension, reading vocabulary, and attitude toward reading. The second phase of the study was designed to determine the types of classes being failed by students in the R.S.S.P. and their present grade average. A third phase of the study determined the drop-out rate for students enrolled in grades Nine through Twelve.

Findings: 1. The remedial readers who had the R.S.S.P. in Sixth grade showed a statistical significance in favor of their counterparts in the following areas: a. Reading comprehension grades Seven, Eight, and Nine. b. Vocabulary grades Seven, Eight, and Nine. c. Attitude toward reading grades Seven and Eight. 2. The Seventh and Ninth grade students who had the R.S.S.P. in the Sixth grade were significantly lower in their reading comprehension rate of growth when they were observed twelve and thirty months later. 3. Former students of the Sixth grade R.S.S.P. who failed classes appeared to fail math, science, and English. 4. Sixty percent of the former remedial readers were achieving average or higher grades. 5. The high

school drop-out rate for the students of the R.S.S.P. was lower than the school district's.

Conclusions: 1. Providing remedial reading vocabulary and comprehension instruction for one year in Sixth grade was no guarantee that the skills would produce higher reading achievement twelve to thirty months later. 2. After remediation ends, no further gains could be expected that would hold the students' reading achievement equal to their counterparts. 3. A negative attitude toward reading and low reading achievement appear to be related at each grade level. 4. The nature and design of some courses (science, math, and physical education) appear to be more difficult for the R.S.S.P. students. 5. Remedial reading programs can develop the students' reading skills so that they can achieve within teacher expectations. 6. More than a casual relationship can be established between the positive effects of the R.S.S.P. on the students, and remaining in school through Twelfth grade. 7. A remedial reading program will produce a greater monthly rate of growth in reading achievement than will the regular curriculum.

Recommendations: 1. Changes in the Port Huron reading curriculum should promote methods of instruction and motivation techniques for meeting individual differences of the remedial readers. 2. The R.S.S.P. or similar programs should be expanded to include grades Three through Eight. 3. Port Huron and the Department of Education, must investigate early readiness measures for a relationship to Sixth grade reading achievement. 4. Local school districts should develop philosophies and objectives for remedial reading curriculums. 5. Local innovative approaches for assisting the disabled readers must receive encouragement and assistance from the state level. 6. Colleges and universities must include and require courses that prepare teachers to recognize and individualize instruction for disabled readers. 7. Port Huron should investigate why the remedial reading students are failing math, science, and physical education. Order No. 77-23,959, 122 pages.

A STUDY TO DETERMINE THE EFFECTIVENESS OF READING INSTRUCTION BY CORRESPONDENCE FOR ELEMENTARY SCHOOL CHILDREN WITH READING DEFICITS

DYSON, Margaret Elizabeth Costlow, Ph.D.
University of Illinois at Urbana-Champaign, 1977

To encourage children with reading deficits to read over summer vacation, and as an alternative to more conventional methods of instruction, a program of correspondence instruction in reading was implemented, for two summers, for elementary school children in an Illinois city of 75,000. Students included in the projects were taken from the population of children eligible for remediation during the academic year in Title I, Title VII, or Learning Disabilities programs.

During Phase 1, the first summer of the project, the treatment sample consisted of 35 first, second and third grade children. Each child in the experimental group received six weeks of instruction by correspondence, and had the use of a cassette tape recorder. Training sessions were offered to parents. A control group of 35 children matched by school, grade, sex, race, and approximate reading ability received no reading instruction during the summer.

For Phase 2, the second summer, the treatment sample consisted of sixty second and third grade children, and compared four treatments: Group A used cassette tape recorders with their correspondence instruction and training sessions were offered to parents; Group B had correspondence instruction and training sessions for parents; Group C had correspondence instruction and cassette tape recorders; Group D had correspondence instruction only. A control group of 30 students received no reading instruction during the summer.

In Phase 1, on the reading section of the Wide Range Achievement Test, students in the treatment group had a mean gain between pre- and post-tests of .17 grade equivalent (GE) units (standard deviation .369). A t test indicated that the gains by this group were significantly greater than zero at the .05 level. While the control group lost .08 units (SD .196), between pre- and post-tests, this decrease was not significantly different than zero at the .05 level, although it was at .10.

A correlated t test indicated the difference in performance between the experimental and control groups to be significant at the .01 level.

For Phase 2, the second summer, the children in the experimental and control groups were tested with a battery of three tests. Pre- and post-test scores on the Wide Range Achievement Test showed mean gains in performance for the four treatment groups. When the four groups were pooled to form a single treatment group, the mean gain of .21 GE units (SD .458) on scores of this pooled group was significantly greater than that of the control group, at $p < .05$. The control group had a mean gain of 0 (SD .432) on this test.

An analysis of variance of the gain scores of the individual groups did not indicate significant differences among the treatment conditions. Consequently it was not possible to form conclusions about the relative effectiveness of the use of tape recorders, parent training, or a combination of these factors, in a correspondence setting.

An analysis of the scores on the Stanford Diagnostic Reading Test (comprehension) and the Gray Oral Reading Test indicated no significant change.

In Phase 1, an attitude rating scale was orally administered. On questions related directly to the student's attitude about his or her own reading, the students receiving instruction, as a group, showed no change in attitude; however, at $p \leq .02$, the post-test responses of students in the control group showed less positive attitudes than the pre-test responses did.

Results of the study suggested that the children in the treatment group, and their parents and teachers, were pleased with the program. Children enjoyed receiving the lessons addressed directly to them in distinctive envelopes. Most parents expressed the belief that it met a need for their children to do meaningful reading during the summer.

Order No. 77-26,663, 91 pages.

A DESCRIPTIVE ANALYSIS OF DEVELOPMENTAL PROGRAM CURRICULUMS FUNDED BY TITLE III GRANTS AT SEVEN SELECT DEVELOPING INSTITUTIONS OF HIGHER EDUCATION

GASTON, Eugene Milo, Ph.D.
Kansas State University, 1977

The Problem

The study provided a descriptive analysis of the curriculum of developmental programs funded by Title III Grants at seven select developing academic institutions of higher education. The study communicated evaluative information concerning developmental programs that cater to low-income underprepared disadvantaged students. English, reading, and mathematics provide the content emphases of the curriculum developmental programs identified in this study.

Morphological analysis of programs, academic preparation of personnel, instructional strategies, perceptions of administrators and students which pertain to strengths and weaknesses of programs, and holding power of the curriculum developmental programs under investigation were discussed.

Method

A questionnaire of nine sectional part, self-administering was mailed to seven directors of curriculum developmental programs funded by Title III Grants. Separate questionnaires of two sectional part were also mailed to these seven directors for the administering of these questionnaires to sophomore students who have had the experience with curriculum developmental programs funded by Title III Grants.

A total of one hundred and eighty-two (182) subjects participated in this study.

Treatment of Data

Descriptive narratives and frequency distributions were used to present the data in this study.

Conclusions

The following conclusions have been identified predicated on the findings of this study: 1. Curriculum developmental programs at the seven academic institutions in this study are well received by key administrators. (Presidents and Deans) 2. Curriculum developmental programs at the seven academic institutions in this study are well received by students who have had the experience with curriculum developmental programs. 3. Curriculum developmental programs at the seven academic institutions in this study use various teaching methods to accompany different learning styles. 4. Curriculum developmental programs at the seven academic institutions in this study have and use a variety of equipment, materials, and supplementary books to facilitate the learning process for students. 5. Curriculum developmental programs at the seven academic institutions in this study have personnel that have been effectively prepared through conferences, workshops, professional study, evaluation meeting, and inservice training for the purpose of assisting underprepared disadvantaged students achieve maximum psychological and academic growth and development. 6. Curriculum developmental programs at the seven academic institutions in this study have received adequate financial support for operation. 7. Curriculum developmental programs at the seven academic institutions in this study acclaim a very high percentage of students successfully completing their freshman year of academic pursuit and applaud a very high percentage of these students continuing their academic pursuit as sophomores. 8. Curriculum developmental programs at the seven academic institutions in this study proclaim that they are indubitably effective in assisting with raising significantly the level of academic competency of underprepared disadvantaged students.

Recommendations for Program Improvement

1. Increase students participation in class activity, home assignments, and the decision making process. 2. Increase professional interdepartmental and intradepartmental communication between administrators and professors. 3. Increase the strength of the composition of the curriculum developmental program which focuses on English, reading, and mathematics as the principle disciplines of the program. The rationale for establishing "the basics" as the essential foundation for subsequent academic growth and development is inherent in the assumption that they afford academic strengths for comprehending and exercising concepts in other disciplines when adequately conceived into the mind. 4. Increase the amount of financial support for additional research and operational expense. 5. Increase the emphasis on the Black Experience (Morris College). 6. Increase the accessibility of aesthetic activities (Miles and Stillman College). 7. Increase the interest and professional staff to develop curriculum materials (Allen University and Albany State College). 8. Increase the strength of displaying follow-up data on the students and evaluation of the program.

Order No. 77-26,034, 233 pages.

THE EFFECTS OF A TRAINING PROGRAM IN AUDITORY DISCRIMINATION ON THE READING ACHIEVEMENT OF DISABLED FIRST GRADE READERS

GREENBERG, David, Ed.D.
Temple University, 1977

There have been few, if any, experimental studies which have attempted to provide auditory discrimination training to determine whether such training would affect reading achievement or auditory discrimination ability. The present study attempted to determine whether: (1) there would be a significant improvement in reading achievement when a group of first grade children, identified as having difficulty both in learning to read and in auditory discrimination, were given a training program in auditory discrimination; and (2) there would be a significant improvement in auditory discrimination as a result of participating in a training program of auditory discrimination.

The study was conducted in a public elementary school in Philadelphia, Pennsylvania. All of the 141 first grade pupils were individually tested by the investigator. The population for the study consisted of those pupils who met the following criteria: an IQ score of 85 or above, as measured by the Slosson Intelligence Test for Children and Adults (SIT), six or more errors on the X scale of the Wepman Auditory Discrimination Test (ADT), and recognizing less than 95% of the words in context or scoring below 75% in comprehension on the pre-primer selection of the Temple University Informal Reading Inventory.

The 48 pupils who met the criteria were randomly assigned to the experimental or control group. Pupils in the experimental group were given the Goldman-Fristoe-Woodcock Auditory Discrimination Test (GFW). The errors made on the GFW and ADT were used as the basis for each pupil's training program. Each pupil in the experimental group had to demonstrate 90% mastery of a phoneme before moving to a new sound. The control group was given the type of language arts activities normally provided. Both the experimental and control group met for 25 minutes daily during the language arts period. All pupils received regular reading instruction. The training program lasted for five months.

At the conclusion of the study, all pupils were posttested using alternate forms of the IRI and ADT. A computerized program, Statistical Package for the Social Studies, Version 6.50, was used to analyze the data with a one-way analysis of variance. A level of .05 was accepted as the level of significance. The results of the one-way analysis of variance indicated no significant differences existed between groups for the pretest variables. The one-way analysis of variance for the IRI and ADT given as posttest measures indicated no differences at the .05 level existed between the groups. As a result of these findings, the hypotheses that participation in a training program of auditory discrimination would result in significant improvement in reading achievement and auditory discrimination were rejected.

On the basis of the findings of this study, the investigator concluded the following: 1. The number of pupils identified for this study with difficulty in both reading and auditory discrimination appears to support the findings that reading ability and auditory discrimination are related. 2. The training program used in the present study with this population did not result in significant changes in either reading or auditory discrimination. 3. Difficulty with auditory discrimination may not be a factor that can be specifically remediated by providing training in discriminating isolated phonemes as shown by sounds mastered in training and failed on the posttest. 4. The failure of this study to support the hypotheses that auditory discrimination training would result in significant improvement in reading and auditory discrimination should not be interpreted to mean that auditory/discrimination should be ignored because of the limitations of this study. 5. The use of pattern of errors on the ADT and GFW for diagnostic purposes should be viewed with caution by teachers and diagnosticians.

Order No. 77-21,765, 71 pages.

CREATIVE THINKING-READING ACTIVITIES (CT-RA) AS A MEANS FOR IMPROVING COMPREHENSION

HAGGARD, Martha Rapp, Ph.D.
University of Missouri - Kansas City, 1976

This study attempts to delineate the major components of creative reading, and proposes a means through which these components may be systematically taught and combined toward the end of establishing creative reading as a realistic educational goal. The study includes an assessment of the efficacy and desirability of one such approach, the Creative Thinking-Reading Activities (CT-RA), when implemented with a population of remedial readers.

Subjects for the study were students enrolled in the University of Missouri-Kansas City reading clinic. These students ranged in age from 7 to 17, and displayed a wide range of reading difficulties. They were individually instructed by tutors who were Master's degree candidates in Reading Education. The students and their tutors were randomly assigned to one of three treatment groups. Students in the experimental group participated daily in the CT-RA along with tutor-determined remedial instruction. Students in the experimental-control group participated in activities which are more commonly used in reading/remedial instruction, i.e., "typical reading games"--crossword puzzles, "Scrabble," etc., along with tutor-determined remedial instruction. Students in the control group received regular instruction which took the form of tutor-determined procedures for remediation of specific reading problems.

The study was conducted over a period of five weeks. During the first week, all students were individually administered of the Classroom Reading Inventory, the comprehension subtest of the Gates-MacGinitie Reading Test (levels corresponded to the grade each student had just completed), and an experimenter-constructed word-pairs test.

During the fifth week, all students were given alternate forms of the Classroom Reading Inventory and the Gates-MacGinitie Test. The same word-pairs test was readministered. In addition, all students were given the full battery of the Torrance Tests of Creative Thinking. After tests were completed, tutors were administered a questionnaire to determine their perception of the usefulness of the Creative Thinking-Reading Activities.

Scores from the Gates-MacGinitie tests were unusable for statistical analysis. On the Classroom Reading Inventory post-test, experimental group students scored higher than both the experimental-control group and the control group, when pre-test scores and IQ were held constant. Further analysis showed the experimental group scores to be statistically significantly different from the experimental-control group, but not the control group. No other statistically significant results were obtained; experimental group students, however, scored considerably higher than the experimental-control group students and somewhat higher than the control group students on both the Verbal and Figural tests of creative thinking. Questionnaire results indicated that a large percentage of the tutors found the CT-RA to be useful and desirable as a means for improving reading comprehension.

Conclusions drawn from these findings are that the Creative Thinking-Reading Activities were effective as a means for improving reading comprehension and stimulating creative thinking. Additionally, the CT-RA are thought to serve as "warm-up," or catalyst, to creative reading. These conclusions are fully discussed, along with recommendations for further investigation.

Order No. 77-16,869, 155 pages.

ATTITUDES TOWARD READING, PERCEPTIONS OF READING, AND READING ENVIRONMENTS OF FIRST GRADE FOLLOW THROUGH CHILDREN FROM ONE FLORIDA MODEL PROJECT

HICKS, Frances Yvonne, Ed.D.
The University of Florida, 1977

Chairman: William D. Hedges

The purpose of this study was to investigate attitudes toward reading, perceptions of reading, and reading environments of first grade Follow Through children from one Florida model project and to identify relationships these variables have with reading achievement and sex of the children.

Specifically, this study was concerned with the following questions: 1. What are the attitudes of first grade Follow Through children toward reading? 2. What are the perceptions of first grade Follow Through children concerning reading? 3. What are the relationships between first grade Follow Through children's attitudes toward reading and perceptions of reading? 4. What is the relationship between first grade Follow Through children's attitude toward reading and reading achievement? 5. What is the relationship between first grade Follow Through children's attitude toward reading and sex of the children? 6. What are the relationships between first grade Follow Through children's perceptions of reading and reading achievement? 7. What are the relationships between first grade Follow Through children's perceptions of reading and sex of the children? 8. What is the composition of environments that first grade Follow Through children identify with reading? a. Who participates in reading activities? b. When do reading activities take place? c. Where do reading activities take place? d. What types of materials are used in reading activities? 9. Do the reading environments of first grade Follow Through children vary in reference to reading achievement? 10. Do the reading environments of first grade Follow Through children vary in reference to their sex?

Procedures for this research effort involved developing an interview instrument from questions used in research studies which were conducted by other authors. The instrument for this study gathered information on attitudes toward reading, perceptions of reading, and reading environments. No instrument which gives complete data on these three aspects of reading for young children had been reported. Test-retest reliability of .85 was established and inter-coder agreement of .97 was attained.

First grade Follow Through children (N=41) from one Florida model project were individually interviewed. Their tape-recorded responses were transcribed and analyzed using frequency distributions and correlational procedures.

The most important findings were as follows: The children were positive in their attitudes toward reading. Most of the children expressed their perceptions of reading in terms of a decoding process giving no indication that reading involves meaning. The children identified an unusually large number of places, people, and materials in reference to their reading environments. The children relied on their mothers far more than other family members to read to them at home and reading was a routine and important activity. In school, the children identified reading with the classroom and reading instruction. One-third of the children had never visited the school's library and the majority had never visited a public library or bookmobile. Surprisingly, no significant relationships were found among any of the variables studied in this research effort. For the children in this study, different aspects of reading development (attitudes, perceptions, achievement, and environments) were not related.

The development and refinement of interview instruments which investigate more than one aspect of the reading development of young children was suggested.

Order No. 77-25,931, 252 pages.

AN EXPLORATORY STUDY OF THE RELATIONSHIP BETWEEN SELECTED SCHOOL CONTROLLABLE FACTORS AND SCHOOL ACHIEVEMENT SCORES IN READING IN SELECTED LOW SOCIOECONOMIC LEVEL SCHOOLS

HODGES, James Gerald, Ph.D.
The Ohio State University, 1977

Adviser: Professor James Kerber

The Carson-Crouthamel Formula for predicting school achievement scores based on socioeconomic status data was used to predict the achievement of 223 metropolitan Atlanta elementary schools in the Iowa Test of Basic Skills, Reading Subtest for 1971, 1972, and 1974. Schools which consistently placed one standard deviation above or below the mean, and schools which consistently moved in a direction which placed them one standard deviation above or below the mean in 1974, were labeled respectively high-residual (over achieving) or low-residual (under achieving). Fifteen schools fell into these categories. Three schools were deleted from the study because of change in the socioeconomic status of the communities in which the schools were located, and one school was deleted because of lack of teacher response to the study questionnaires. Eleven schools, six high residual and five low residual, comprised the final study sample. The eleven schools were studied to determine whether any one or any subcluster of six school controllable variables and/or subvariables discriminated between the two groups of schools.

The six school controllable variables and the instruments used to collect the appropriate data were: 1. Teacher perception of the organizational climate within the school (as rated by the School Organizational Development Questionnaire (SODQ) developed by Dr. David Mullins). 2. Classroom characteristics (as rated by trained evaluators using a slightly modified version of the Classroom Observation Checklist (COC) developed by Dr. Helen M. Branch). 3. Teacher perception of library effect (as rated by the School Library Effect Questionnaire developed by the researcher). 4. Teacher expectancy of student potential (as rated by a two-item questionnaire developed by the researcher). 5. Teacher written language ability (as rated by the Fry Readability Graph and a computer program written to generate an average word frequency score based on a writing sample from each teacher in the study). 6. Teacher preparation (as rated by the Gourman Scores of the institutions from which teachers in the sample schools received their bachelor's degrees).

After the collected data were tabulated the various school scores were entered into a discriminate analysis equation to determine which variables, combinations of variables, or parts of variables, if any, discriminated between the high-residual (over achieving) and low-residual (under achieving) schools. None of the variables by themselves perfectly discriminated between the high-residual and low-residual schools. However, the subvariable "Performance" on the School Organizational Development Questionnaire (SODQ) came close to discriminating between the two groups of schools. Several different subvariable combinations discriminated between the two groups but only one did so with statistical significance. That combination included the "Motivational Forces," "Goal Setting," and "Performance and Training" sections of the SODQ and the "Total Score" on the COC, with the direction on the COC being opposite what was expected, i.e., low-residual schools scored higher on the COC.

It was concluded that selected school-controllable variables can be identified which discriminate between over achieving and under achieving schools. Order No. 77-17,099, 138 pages.

THE EFFECTS OF A REMEDIAL READING PROGRAM ON VOCABULARY AND READING COMPREHENSION ACHIEVEMENT OF CULTURALLY DISADVANTAGED CHILDREN

HORNE, D. Sue, Ed.D.
McNeese State University, 1977

Director: Dr. Stanley Le Jeune

The purpose of this study was to determine if any significant difference existed between pre and post-test scores of students in grades two through nine of a rural consolidated independent school district who participated in a special reading program for disadvantaged children.

Participants for the study were selected on the basis of a characteristic study conducted by teachers during April 1974 and results of subtests of the S. R. A. Achievement Test, Iowa Test of Basic Skills and the Gates Reading Survey. Reading Vocabulary and Reading Comprehension subtests of these instruments were used as pre and post-test to determine the significance of difference interpolated between testing periods.

Eight hundred thirty-six students in grades two through nine participated in a special reading program which provided individual and small group instruction for disadvantaged children. A variety of techniques were used in the program which included two types of activities. One activity was a work activity, the second activity was a high interest activity. This sequence was used to give students incentive to complete the work activity, so they could then participate in an activity which they liked better.

The statistical techniques used in this study to determine if a significant difference existed between pre and post-test scores was the t-test. This technique was used because the problem was concerned with the significance of the difference between correlated means obtained from the same test administered to the same group upon two occasions.

From the information obtained from this study, it was concluded that students who received special reading instruction for one academic year showed significant improvement in reading comprehension and vocabulary skill development.

It was not possible, however, to determine the longevity of success derived from participation in the special reading program due to the time limitation of the study.

The following recommendations for inclusion in further studies attempted in this area were noted: 1. A comparison of students scores who participated in a special reading program with scores of students who did not participate in the program serving as a control group would be more indicative of the apparent success of the program. 2. An investigation into more variables and the application of the analysis of variance would be desirable in any replication of this study which might be attempted. 3. A follow-up study of students over a five year period would be beneficial in determining the longevity of success resulting from participation in the special reading program. Order No. 77-27,571, 138 pages.